Course and Contact Information

Instructor: Sudha Krishnan
Office Location: via zoom
Email: Sudha.v.krishnan@sjsu.edu
Office Hours: By appointment, via zoom
Class Days/Time: Synchronous Classes on Wednesdays at 7:00 p.m. on these days: 1/27; 2/10; 2/24; 3/10; 3/17; 3/24; 4/21; 5/12
Asynchronous Classes with online materials: 2/3; 2/17; 3/3; 4/7; 4/14; 4/28; 5/5

Course Format

Hybrid

This course follows a hybrid format with lectures taking place in synchronous and asynchronous online formats. The dates of the synchronous meetings and asynchronous classes are shown at the beginning of the syllabus and in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

This course will cover development of curriculum aligned with content standards that also address the specific needs of students with extensive support needs; evidence-based instructional strategies that are appropriate for students with extensive support needs in various curricular
areas; functional skills training for students with extensive support needs to successfully transition them into educational, vocational, and community settings.

Course Goals

This course is intended to assist students to meet the competencies specified in the Extensive Support Needs (ESN) specialty Teaching Performance Expectations (TPE) in assessment:

CTC - Teaching Performance Expectations – Education Specialist – ESN

EX 1.2 (Introduce); Ex 1.6 (Practice); EX 1.9 (Practice); EX 1.10 (Practice)
EX 2.5 (Introduce)
EX 3.1 (Practice); EX 3.2 (Practice); EX 3.4 (Practice)
EX 4.3 (Introduce); EX 4.4 (Apply); EX 4.5 (Practice); EX 4.8 (Practice)
EX 5.1 (Practice)
EX 6.2 (Introduce)

CTC - Teaching Performance Expectations - Universal

EX 1.2 Introduce; EX 1.3 (Practice); EX 1.5 (Practice); EX 1.7 (Practice); EX 1.8 (Practice)
EX 3.1 (Practice); EX 3.2 (Practice); EX 3.3 (Practice); EX 3.4 (Practice)
EX 4.3 (Practice); EX 4.4 (Practice); EX 4.5 (Practice); EX 4.7 (Practice)
EX 5.2 (Practice); EX 5.3 (Introduce); EX 5.5 (Practice)
Ex 6.1 (Practice); EX 6.3 (Practice)

Course Learning Outcomes (CLO)

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with extensive support needs in the general education core curriculum.
2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.
3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.
4. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.
5. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.
6. Developing transition plans including assessment, planning, and implementation for students with extensive support needs as they move from high school to post-secondary and adulthood to enable effective participation in educational, vocational, and community settings.
7. Collaborating with parents, general education teachers, paraprofessionals, and other service providers in the development of IEP’s, instructional plans, curriculum, instruction, and transition.

**Required Texts/Readings**

There is no required text for this course. Readings will be posted on CANVAS

**Readings/Resources**


**Other technology requirements / equipment / material**

Students will need access to Microsoft or Google Applications that include word processing and spreadsheets.

**Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.
Assignments

All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and submitted online as Word documents on Canvas.

1. Participation in Class and online activities - 100 points
Meet ESN TPE’s: 1.2; 1.6; 1.10; 3.1; 4.4; 4.5; 4.8; 5.1; 6.2
Meet Universal TPE’s: EX 1.3; 1.5; 3.1; 3.2; 3.3; 3.4; 4.3; 4.4; 4.5; 4.7
Attend class and participate in the activities and discussion. There will be 10 assignments, each worth 10 points, including in-class quick-writes, classroom discussions, online discussions, reading reflections, and group projects. There will be no make-up for these activities if you are absent.

2. Monitoring Progress of Goals and Objectives - 50 points
Meet ESN TPE’s: EX 1.9
Meet Universal TPE’s: EX 1.8; 5.2; 5.3; 5.5
Present a system for keeping track of progress on 3 goals for a student(s) in your class, or in a class that you have observed. Include data sheets that are numbered and that correlate with the objectives. You will have to use the data sheet to collect data and reflect on the process in your paper.

3. Presentation on one Evidence-based Instructional Strategy - 50 points
Meet ESN TPE’s: EX 3.2; 4.4; 4.5; 4.8
Meet Universal TPE’s: EX 3.1; 3.2; 3.3; 4.3; 4.4; 4.7
Develop a 20- minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including examples showing how it can be used in context of a common-core standard.

4. Curriculum Development Project - 200 points
Meet ESN TPE’s: 2.5; 3.1; 3.2; 4.3; 4.4 3.2; 5.1
Meet Universal TPE’s: EX 1.5; 3.1; 3.2; 3.3; 4.3; 4.4; 4.7
Develop 10 weeks of curriculum aligned with Common Core Standards. The curriculum must be modified from textbooks used in general education and include one lesson plan with evidence-based strategies for each week for teaching for both students with moderate and severe disabilities and culturally and linguistically diverse learners. The format for this project will be distributed in class, and you will be able to work with your group during class time on several occasions (see schedule). At the end of the class, your group will present your project to the whole class with a one-page handout that outlines the content.

5. Professional Growth Project - Part 2 - 50 points
Meet ESN TPE’s: EX 3.2; 4.4; 5.1
Meet Universal TPE’s: EX 6.1; 6.3
Complete a self-evaluation on the High Leverage Practices Evaluation Form on high leverage practices, after reviewing the description of each item on the first day of class. Develop three goals for improving your skills/knowledge/practices from areas of the evaluation. Write a
summary of your progress at the end of the semester. One of the three areas should embed student self-advocacy and self-determination.

6. Functional Curriculum Unit- 100 points
Meets ESN TPE’s: EX 1.6; 4.8; 3.1; 3.2; 4.4
Meets Universal TPE’s: EX 1.5; 3.1; 3.2; 3.3; 4.3; 4.4; 4.7

Develop a unit with a series of instructional materials that will prepare students for some aspect of transition. The unit deliverables are:

a. Functional Goals being addressed,
b. Five lesson plans on one specific concept that students will need to address independent living skills, and
c. Worksheets/sample activities that you may use (include icons, schedules, lists, worksheets, visuals that may be used in lessons).

Examples of skills: independent living skills, self-advocacy skills, life skills, preparation for vocational program, self-portfolio etc.

Examples of units: learning to ride the bus, getting ready/preparing for the next day, organizational skills, social skills for different settings; taking care of personal hygiene; simple housekeeping tasks; and meal preparation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (%)</th>
<th>Description</th>
<th>Aligned ESN TPEs</th>
<th>Aligned Universal TPE’s</th>
<th>CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Participation</td>
<td>100 (16.7%)</td>
<td>• Class group activity: writing IEP goals and benchmarks</td>
<td>EX 1.6; 1.10</td>
<td>EX 4.5</td>
<td>CLO 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class activity: writing a task analysis for a functional skill</td>
<td>EX 4.4</td>
<td>EX 1.3</td>
<td>CLO 4</td>
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<tr>
<td></td>
<td></td>
<td>• Class group activity: developing a literacy unit in class</td>
<td>EX 3.1; 3.2; 4.4; 4.5; 4.8</td>
<td>EX 1.5; 3.1; 3.2; 4.3; 4.4</td>
<td>CLO 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Class group activity: Modifying Content Standards in Social Studies and Science</td>
<td>EX 3.1; 3.2; 4.4; 4.5; 4.8</td>
<td>EX 1.5; 3.1; 3.2; 4.3; 4.4</td>
<td>CLO 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classroom discussion on Visual and Performing Arts education for students and including it cross-curricular activities</td>
<td>EX 3.1; 3.2; 4.4; 4.5; 4.8</td>
<td>EX 1.5; 3.1; 3.2; 4.3; 4.4</td>
<td>CLO 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classroom Graffiti Activity and discussion: Functional Skills (Toileting, Dressing, Feeding)</td>
<td>EX 3.1; 3.2; 4.4; 4.5; 4.8</td>
<td>EX 1.5; 3.1; 3.2; 4.3; 4.4</td>
<td>CLO 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classroom discussion on Assistive Technology in Communication</td>
<td>EX 3.1; 3.2; 4.4; 4.5; 4.8</td>
<td>EX 1.5; 3.1; 3.2; 4.3; 4.4</td>
<td>CLO 3</td>
</tr>
</tbody>
</table>
| Monitoring Progress of Goals and Objectives | 100 (16.7%) | Present a system for monitoring progress on 3 goals as identified in the academic content standards and the IEP/ITP for a student(s)  
- Create data sheets that are numbered and that correlate with the objectives.  
- Graph the collected data  
- Analyze the data and recommend changes in instructional strategy. | EX 1.9 | EX 1.8; 5.2; 5.3; 5.5 | CLO 2 |
| Evidence-based Instructional Strategy Presentation | 100 (16.7%) | Develop a 20-minute presentation that explains one evidence-based strategy for classroom instruction  
- Include research, method, advantages and challenges in using the strategy  
- Give one example of how to use the strategy in creating a lesson plan in the context of a common-core standard. | EX 3.2; 4.4; 4.5; 4.8 | EX 3.1; 3.2; 3.3; 4.3; 4.4; 4.7 | PLO 2; CLO 4 |
| Curriculum Development Project | 200 (33.3%) | Develop 10 weeks of curriculum aligned with Common Core Standards.  
- Include one lesson plan with evidence-based strategies for teaching English Language Learners.  
- Include one lesson plan with evidence-based strategies for teaching self-determination/self-advocacy to students with extensive support needs. | EX 2.5; 3.1; 3.2; 4.3; 4.4 3.2; 5.1 | EX 1.5; 3.1; 3.2; 3.3; 4.3; 4.4; 4.7 | CLO 3; CLO 4 |
Include 8 other lesson plans with evidence-based strategies.
• Present your project to the class with a one-page handout that outlines the content.

Professional Growth Project

50
(8.3%)

• Develop three goals for improving your skills/knowledge/practices in any of the evidence-based or high leveraged practices of the evaluation.
• Write a summary of your progress at the end of the semester.
• One of the three areas should incorporate self-advocacy and self-determination of students.

EX 3.2; 4.4; 5.1
EX 6.1; 6.3
CLO 5

Functional Skills Unit

150
(25%)

• Develop functional skills goals to be addressed
• Develop five lesson plans to meet the goals
• Provide examples of age-appropriate worksheets/sample activities that you may use (include icons, schedules, lists, worksheets, visuals that may be used in lessons)

EX 1.6; 4.8
3.1; 3.2; 4.4
EX 1.5; 3.1; 3.2; 3.3; 4.3; 4.4; 4.7
CLO 6

Final Examination or Evaluation

In place of a final examination, this course will include a final culminating project where students will present their curriculum development project to the class.

Grading Information

Determination of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>576-600</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>558-575</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A-</td>
<td>540-557</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B +</td>
<td>516-539</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>498-515</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B -</td>
<td>480-497</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C +</td>
<td>456-479</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>438-455</td>
<td>73 to 75%</td>
</tr>
</tbody>
</table>

Curriculum, Instruction, and Transition, EDSE 213A, Spring, 2021
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C -</td>
<td>420-437</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D +</td>
<td>396-419</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>378-395</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D -</td>
<td>360-377</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>&gt;359</td>
<td>0 to 59%</td>
</tr>
</tbody>
</table>

### Classroom Protocol

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones’ own. Everyone’s voice is valued, and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

### University Policies (Required)

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Make sure to review these university policies and resources with students.

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/ . Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

### Consent for Recording of Class and Public Sharing of Instructor Material

Curriculum, Instruction, and Transition, EDSE 213A, Spring, 2021
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o It is suggested that the students contact the instructor for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o In classes, where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students
Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to Assessment of Students with Moderate to Severe Disabilities, EDSE 206A, Fall, 2018 Page 10 of 13 become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Please note that the schedule is subject to change and information will be posted on CANVAS. All readings for the following week will be posted on CANVAS.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| **1/27 at 7:00 p.m. Zoom Session** | 1/27        | - Course Introduction and Overview  
  - High Leverage Practices in Special Education/Introduction to Critical Race Theory and Disability  
  - Introduction to Evidence-Based Strategy  
  - Curriculum Development Project and Lesson Plan Template |
| **2/3 Online** | 2/3        | - Standards-based IEP’s  
  - Student-led IEP’s |
| **2/10 at 7:00 p.m. Zoom Session** | 2/10        | - Introduction to Evidence-based Strategies  
  - Discussion of Evidence-based strategies |

**Readings:**  
Browder, Spooner, and Jimenez Ch 3  
Hawbaker: Student Led IEP Meetings  

**Online Module:** [http://mast.ecu.edu/modules/siep/introduction](http://mast.ecu.edu/modules/siep/introduction)
Students will become familiar with evidence-based strategies including self-directed learning, peer tutors, social stories, visual aids, and use of technology

- Curriculum Development Project
  - Students will modify a general education text in class and check for the lexile level of their modification.

Homework due: Bring a general education textbook to class; submit the goals for the Professional Development Project; submit the data sheets for the goals you want to track

**Readings:**
Browder, Wood, and Thompson: Evidence-Based Practices for Students with Severe Disabilities
National Autism Center: Evidence-Based Practices and Autism in Schools

**Online module:**
https://iris.peabody.vanderbilt.edu/module/asd2/cresource/resources/p09/#content

| 2/17 Online | ● Strategies for Culturally and Linguistically Diverse Students with ESN - Online Module
  - After watching a narrated presentation, students will become familiar with general strategies for meeting literacy needs for all students including economically disadvantaged students and English learners with ESN.
  - After finishing the readings for the class, students will become familiar with methods including providing a secure environment, comprehensible input, and SDAIE to develop English language, both academic and social.
  - After finishing the readings, students will engage in an online discussion on a multicultural approach to teaching all students, collaborating with parents and other service providers to develop goals and lesson plans for students with extensive support needs.
  - Culturally Relevant Pedagogy
    - Students will develop a lesson plan based on principles of culturally relevant pedagogy after reading journal articles on the topic

**Homework due:** Lesson plan using strategies for English Language Learners with extensive support needs

**Readings:**
Gunnings Chapter 2
Gay (2001)
Ladson-Billings (1995)
Moje & Hinchman (2004)
Moll & Gonzalez (2001)

| 2/24 at 7:00 p.m. Zoom Session | ● Teaching Literacy to Students with Extensive Support Needs
  - Students will be introduced to the basic principles of the reading and writing process as it relates to students with ESN
  - Students will be introduced to concepts in phonics, comprehension, organizing reading instruction in the classroom.
  - Students will become familiar with functional reading, sight word reading and curricular ideas for teaching literacy.
  - Students will become familiar with the adaptations and modifications for the writing process including assistive technology for students with ESN |
<table>
<thead>
<tr>
<th>3/3 Online</th>
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</thead>
<tbody>
<tr>
<td>• Students will develop a simple literacy unit by modifying general education reading materials, including use of assistive technology, using graphic organizers, and checking the lexile levels of text.</td>
</tr>
<tr>
<td>• Presentation of Evidence-based Strategies</td>
</tr>
<tr>
<td>o Students will make their presentations on the evidence-based strategies of their choice.</td>
</tr>
</tbody>
</table>

**Readings:**
Browder, Trela, and Jimenez (2008)
Browder, Mims, Spooner, Ahlgrim-Delzell, and Lee (2009)
Selections from Browder and Spooner (2006), *Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities*
Selections from Smith, DeMarco, and Worley (2009) *Literacy Beyond Picture Books: Teaching Secondary Students with Moderate to Severe Disabilities*

<table>
<thead>
<tr>
<th>3/10 at 7:00 p.m. Zoom Session</th>
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</thead>
<tbody>
<tr>
<td>• Teaching Math to ESN students</td>
</tr>
<tr>
<td>o Students will work in small groups to discuss research and evidence-based methods of teaching numbers and computation, geometry, graphing and data display, algebraic patterns and sequences for ESN students using common core content standards.</td>
</tr>
<tr>
<td>o Students will become familiar with evidence-based methods for teaching functional math skills including counting money, time, grocery shopping, and budgeting.</td>
</tr>
<tr>
<td>• Presentation of Evidence-based Strategies</td>
</tr>
<tr>
<td>o Students will make their presentations on the evidence-based strategies of their choice.</td>
</tr>
</tbody>
</table>

**Readings:**
Browder, Spooner, Ahlgrim-Delzell, Harris, and Wakeman (2008), *A Meta-Analysis on Teaching Mathematics to Students with Significant Cognitive Disabilities.*
<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Readings</th>
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</thead>
</table>
|            |              | ● Teaching Science, and Social Studies to ESN                                      | o Students will work in small groups to discuss research and evidence-based methods for teaching the scientific method, modifying content standards in physical science, earth science, life science, science and technology, health, and personal hygiene using common core content standards and the principles of Universal Design for Learning and using AAC devices.  
  o Students will work in small groups to discuss the research and evidence-based strategies for modifying and teaching social studies using common core content standards and the principles of Universal Design for Learning. |
|            |              | ● Presentation of Evidence-based Strategies                                       | o Students will make their presentations on the evidence-based strategies of their choice.                         |
| 3/24       | 7:00 p.m.    | Zoom Session                                                                     |                                                                                                                  |
|            |              | ● Teaching Health, Community, Leisure, and Independent Living Skills             |                                                                                                                  |
|            |              | o After a lecture on teaching functional skills, students will complete a graffiti activity in class to show their understanding of using evidence-based strategies for teaching functional skills to students with ESN.  
  o Students will become familiar with the research and methods for community-based instruction  
  o Students will engage in groups to develop lesson plans to teach functional skills using AAC devices, visuals including icons, images, and videos. |
<p>|            |              | ● Presentation of Evidence-based Strategies                                       | o Students will make their presentations on the evidence-based strategies of their choice.                         |
|            |              | <strong>Website</strong>                                                                      | <a href="https://transitionta.org">https://transitionta.org</a> (NTACT homepage)                                                                          |
| 4/7        | Online       | ● Visual and Performing Arts Education                                           |                                                                                                                  |
|            |              | o After a narrated presentation on strategies for modifying and teaching visual and performing arts, students will engage in an online discussion to show their understanding of using visual and performing arts in teaching across the curriculum. |
|            |              | <strong>Readings:</strong>                                                                    | <a href="https://www.cde.ca.gov/ci/vp/">https://www.cde.ca.gov/ci/vp/</a>                                                                                   |</p>
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<th>Date</th>
<th>Activity</th>
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</thead>
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| 4/14 Online| ● Teaching Communication, Social Skills, and Self-Determination  
|            |   ○ Students will become familiar with evidence-based practices in teaching communication, including use of augmentative and alternative communication devices, PECs, visual aids, and use of technology.  
|            |   ○ Students will become familiar with evidence-based practices in social skills instruction, including systematic instruction of social skills, social narratives, and embedding social skills instruction in classroom instruction  
|            |   ○ Students will become familiar with teaching the components of self-determination to students with ESN.  
|            | **Assignment Due: Monitoring Progress of Goals**  
|            | **Readings**  
|            | Selections from Westing, Fox, and Carter (2014) *Teaching Students with Severe Disabilities*  
|            | Selections from Browder and Spooner (2011) *Teaching Students with Moderate and Severe Disabilities*  |
| 4/21 at 7:00 p.m. Zoom Session | ● Person-Centered Planning- Assessment and Designing Instruction for students with ESN  
|            |   ○ Students will participate in a presentation on the basic principles of person-centered planning  
|            |   ○ Students will participate in a group activity using person-centered planning to design instruction for students in the classroom.  
|            | **Readings:**  
|            | Selections from Wehmeyer and Webb (2012), *Handbook of Adolescent Transition Education for Youth with Disabilities*  |
| 4/28 Online | ● Transition Planning- From IFSP to IEP to ITP Process for students with ESN  
|            |   ○ Students will participate in online instruction of the transitions from IFSP to IEP to ITP process including the legal requirements for each transition, including the high school options for graduation, post-secondary objectives, indicator 13, self-determination and self-advocacy, and summary of performance.  
|            |   ○ Students will develop transition goals that are specific, measurable, attainable, realistic, and timely.  
|            | **Readings:**  
|            | Selections from Wehmeyer and Webb (2012), *Handbook of Adolescent Transition Education for Youth with Disabilities*  |
| 5/5 Online | ● Classroom Management, Collaboration with Parents, Paraeducators and Service Providers  
|            |   ○ After reviewing the reading materials, students will engage in online discussions and answer questions on solving problems with paraeducators.  
<p>|            |   ○ After reviewing the reading materials, students will develop appropriate tools to conduct an informational interview with parents, create an information packet to give to families about the IEP meetings, and include aspects of the families’ culture into classroom curriculum.  |</p>
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<thead>
<tr>
<th>Students will participate in an online discussion on classroom management, including physical layout of rooms, scheduling, managing paperwork, and organizing student work</th>
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<tbody>
<tr>
<td><strong>Readings:</strong> Friend and Cook (2017), <em>Interactions</em>, Chapter 9</td>
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<tr>
<td><strong>Assignment Due: Professional Growth</strong></td>
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<tr>
<td>5/12 at 7:00 p.m. Zoom Session</td>
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<tr>
<td>● Final Presentations</td>
</tr>
</tbody>
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